

## Future Employment and Self-Sufficiency of Youth in Corrections

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Arizona's 11<sup>th</sup> Annual Transition Conference  
October 4, 2011

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## Agenda

- Guideposts for Success
  - School-Based Preparatory Experiences
    - Behavior: Positive Behavior Intervention and Supports (PBIS)
  - Career Preparation & Work-Based Experience
    - North Carolina Vocational Program
    - RIO-Y Project



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## Agenda

- Youth Development & Leadership
  - Project SUPPORT, Project Parole SUPPORT
  - Local employers serving as mentors
- Connecting Activities
  - Comprehensive transition policies in state law (VA)
  - Exit document (Passport)
- Family Involvement and Support
  - Multisystemic Therapy
  - Family-focused mental health treatment

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## Promising Practices for Practitioners Throughout the Juvenile Justice Process

### *Prevention and Early Intervention*

Most unsuccessful intervention efforts fail because of their negative approach (OJJDP, 2000)

Successful interventions must be positive in orientation and comprehensive in scope (OJJDP, 2000)



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## School-Based Preparatory Experiences

### *Example Discussed*

Positive Behavior Intervention and Supports (PBIS)

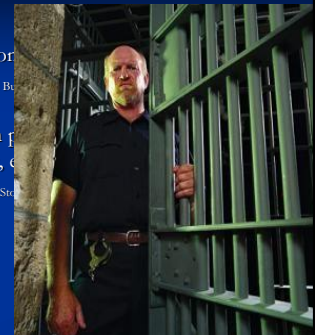
### Specific Needs:

- Highly qualified teachers
- Transferable credits
- Collaboration among professionals across disciplines
- Curriculum aligned with state and local standards
- **Behavioral** and mental health **supports**

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## PBIS

- The culture in correction and punishment (Barron & B...
- Isolation and exclusion p... misbehavior. However, c... improve behavior (Sailor, St...

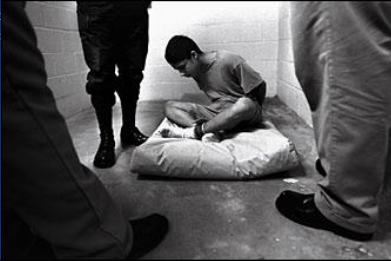


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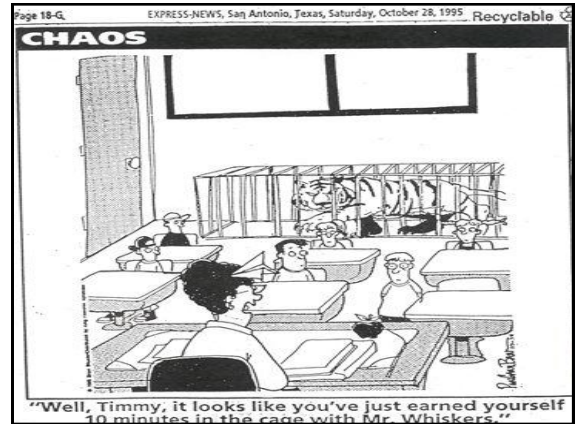
## PBIS

- Positive Behavior Intervention and Support provides a convincing alternative to the argument for a solely

pun  
(Gagne



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## PBIS

Illinois Youth Center (IYC) implemented PBIS at the Harrisburg boys' prison in 2001. Minor and major infractions at the school declined, and fights declined from 32 per month to zero in three years

Iowa Juvenile Home (IJH) implemented a PBIS model. PBIS has led to a reduction in restraint and seclusion by 73% and the average rate of disciplinary removals reduced by 50%

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## PBIS

PBS is a broad range of **systemic & individualized** strategies for achieving important **social & learning outcomes** while preventing problem behavior with **all** students.

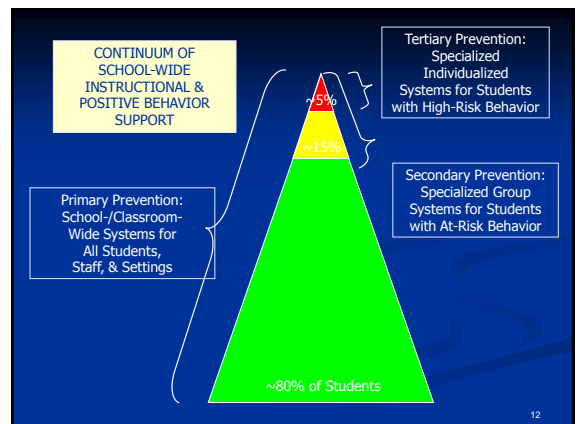
\*\*\*Portions of the PBIS discussion are from Dr. George Sugai and are available at [www.pbis.org](http://www.pbis.org)

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## PBIS

- **PBIS is Not** a specific practice or curriculum...it's general approach to preventing problem behavior
- **PBIS is Not** limited to any particular group of students...it's for **all** students
- **PBIS is Not** new...its based on long history of behavioral practices & effective instructional design & strategies

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### Activity-Compare Your School Plan with PBIS

1. Establish team leadership team
2. Review data
3. Analyze, describe, & prioritize problem within context
4. Specific measurable outcome
5. Establish Data-based Action Plan at the primary, secondary, and tertiary levels
6. Get schoolwide/facilitywide commitment to implement plan
7. Support for high fidelity of implementation
8. Monitor practice implementation & progress toward outcome
9. Evaluate plan with data

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### 1. Establish Leadership Team

- School representation
- Correctional officer representation
- Caseworker representation
- Mental health staff representation

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### 2. Review Data

- Review data
- Consider
  - Specific behaviors of concern and their frequency
  - Time of day (e.g., before school, lunch, between classes, in class)
  - Location of problems( e.g., classroom, living unit, hallways, cafeteria)

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### 3. Analyze, Describe, & Prioritize problems

- Look for patterns in data
- Describe problems
- Set priorities

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### 4. Specific Measurable Outcomes

- Identify exact measurable data to be analyzed
  - Minor and major infractions
  - Segregations
  - Removal from class



### 5a. Establish Data-based Action Plan

#### Primary/Universal Interventions

1. Research-based schoolwide/facility-wide approaches, like plans for positive reinforcement (e.g., earning points for canteen) that are effective and increase the percentage of students that can function with just a primary level of support
2. Also useful, are research-based approaches to issues like rules. For example, having positively stated rules in the school and facility that are followed by all teachers and correctional staff.

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## 5b. Establish Data-based Action Plan

- Secondary interventions: About 15% of youth need some additional supports
  - Drug counseling
  - Social skills training

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## 5c. Establish Data-based Action Plan



### Tertiary prevention and interventions

1. About 5% of students need individualized behavior plans
2. Students with emotional and behavioral disorders who have behavioral goals on their IEP typically require tertiary interventions

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## 6. Secure School/Facility-wide Agreements & Supports

- Agreement from key departments in the facility
  - Agree on prioritized data-based concerns & actions to take
- 3-4 year commitment

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## 7. Support for High Fidelity of Implementation

- High fidelity means the extent to which there is assurance that the approach is being implemented as intended. To do this, there needs to be monitoring of adult behavior.
- Team-based leadership & implementation
- Active administrator support & participation

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## 8. Monitor Practice Implementation & Progress Toward Outcomes

- Facility-, school-, living unit-, class- and student-level data must be collected and analyzed.
- For example, minor and major infractions need to be analyzed:
  - Which teacher(s) and CO's write up youth and young adults
  - Which youth and young adults are written up?
  - When and where do situations occur?
  - What specific behaviors are problematic?

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## 9. Evaluate Plan

- Evaluate and decide if plan is working
- Decide on and implement needed adjustments
- The plan is not a static entity, but should be adjusted based on need

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## Career Preparation & Work-Based Experiences

### Examples Discussed

North Carolina Program

RIO-Y Project

### Specific Needs:

- Comprehensive vocational programming
- Collaboration among education, corrections, community organizations, employers
- Development of career pathways
- Instruction in work-related skills
- Work-based experiences

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## Career Preparation and Work-Based Experiences

- Successful programs
  - Target their job training efforts to local labor market needs,
  - Collaborate to hold youth accountable via monitoring and counseling,
  - Involve employers in a meaningful way in program design and implementation of work experience programs

(The Task Force on Employment and Training for Court-Involved Youth, 2000)

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## Career Preparation and Work-Based Experiences

- Youth who completed either vocational training or a GED program while confined were twice as likely to be employed six months after their release (Black et al., 1996)
- One example of a well-planned career-technical education program was developed in North Carolina

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## Career Preparation and Work-Based Experiences

- North Carolina's Department of Juvenile Justice and Delinquency Prevention implements the system, including the accountability component, in a manner identical to the public schools of North Carolina
- The use of this system
  - Enhances students' ability to transfer credits to local public schools
  - Provides structure and accountability within the state's juvenile justice school system

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## Career Preparation and Work-Based Experiences

- North Carolina has developed the Vocational Competency Tracking System (VoCATS)
- The purpose of VoCATS is to plan instruction, assess students, evaluate student mastery, document student achievement, and provide accountability data.

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## Career Preparation and Work-Based Experiences

- VoCATS is a competency-based, computer-supported system encompassing
  - Course and lesson planning,
  - Assessment items,
  - Aggregated and disaggregated reports of students, classes, teachers, schools, and LEAs
- The Rand Corporation and U.S. Department of Education have recognized VoCATS as an exemplary statewide system and national instructional model in workforce development education

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### Career Preparation and Work-Based Experiences

Currently, the North Carolina workforce development staff provide:

- “129 course blueprints validated by business/industry (Course blueprints include competencies and objectives.)
- 116 banks of assessment items distributed electronically
- 100 curriculum guides developed or adopted for use in North Carolina
- Generation of secured End-of-Course tests or post-assessments for courses supported in the Programs of Study
- Staff development and
- A help desk to assist LEAs with implementation of VoCATS and use of related software”

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### Career Preparation and Work-Based Experiences

In North Carolina schools, youth and young adults are provided a choice of ten career pathways:

- agriculture and natural resources technology;
- biological and chemical technologies;
- business technologies;
- commercial and artistic production technologies;
- construction technologies;
- engineering technologies;
- health sciences;
- industrial technologies;
- public service technologies; and,
- transportation systems technologies.”

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### Career Preparation and Work-Based Experiences

- Within each career pathway, youth and young adults are able to identify a specific career area
- Each student is provided a career map that outlines
  - Necessary coursework in each of grades 9-12
  - Work-based learning opportunities
  - Postsecondary options (e.g., community college, four-year college, apprenticeships, certification)
  - Possible career options
  - A clear plan for youth apprenticeships

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### Career Preparation and Work-Based Experiences

- The handbook
  - Defines apprenticeships
  - Clarifies what is needed to establish a program
  - Specifically identifies the responsibilities of key players (i.e., participating business or industry, North Carolina Department of Labor, the school, student, parents).
- However, in corrections there will need to be adaptations to the components of the program, such as the career pathways and apprenticeships available to students

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### Career Preparation and Work-Based Experiences

- Several issues must be overcome for the systems to effectively collaborate including:
  - lack of sharing information concerning program availability
  - competition for resources
  - exclusion of youth and young adults involved in the juvenile justice system due to performance requirements
  - lack of programs specifically designed for court involved youth
  - insufficient understanding of the unique needs of court involved youth and young adults (The Task Force on Employment and Training for Court-Involved Youth, 2000)

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### Career Preparation and Work-Based Experiences

- Another collaborative effort that holds promise is the Texas Re-Integration of Offenders-Youth (RIO-Y) Project
- The program is a partnership between the Texas juvenile correctional agency and the State workforce development agency

(The Task Force on Employment and Training for Court-Involved Youth, 2000)

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### Career Preparation and Work-Based Experiences

- RIO-Y reintegrates youth into the community by linking the correctional agency's
  - Resocialization
  - Educational
  - Training and
  - Specialized treatment services
- ...to the workforce development agency's job placement and training programs while youth are incarcerated
- A workforce development counselor is available at every juvenile justice residential program

(The Task Force on Employment and Training for Court-Involved Youth, 2000)

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### Career Preparation and Work-Based Experiences

- Youth are provided with a multi-stage program that assists them in
  - Exploring career options within their community,
  - Developing skills for the workplace, and
  - Participating in pre-employment experiences (e.g., job shadowing, internships)
- Upon release, youth are referred to an employment office and the One-Stop Center that is run by the workforce development system

(The Task Force on Employment and Training for Court-Involved Youth, 2000)

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### Youth Development & Leadership

#### Examples Discussed

#### Project Parole SUPPORT

#### Specific Needs

- Highly individualized transition plan with youth input
- **Transition support that recognizes unique needs of youth in corrections**
- Instruction on laws, rights, consequences throughout JJ process
- Education on risk-taking behaviors/consequences
- Self-empowerment activities
- Mentoring opportunities

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### Youth Development and Leadership

- For incarcerated youth and young adults to successfully move into the workforce and toward self-sufficiency, several preparatory activities need to occur before the youth is released into the community.
- Project Parole SUPPORT is one example of an effective transition program

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### Youth Development and Leadership

- The purpose of Project Parole *SUPPORT* is to provide confined youth who have a designated special education disability and/or mental health disorder, with pre-release training and coordinated planning to support a program participant's transition into the community.
- Program goals are to increase a participant's engagement in employment and/or school enrollment (high school/post secondary) and decrease rates of recidivism (Unruh, & Bullis, 2005)

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- The service delivery model components include:
  - Strategies to enhance self-determination skills in the youth with services focused on the unique needs, interests, strengths, and barriers of the youth;
  - Competitive job placement
  - Flexible educational opportunities
  - Social skill instruction
  - Immediate service coordination of wrap-around services (Unruh, & Bullis, 2005)

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## Youth Development and Leadership

A transition specialist (TS) is the key project staff person

- Each TS works directly with the youth and parole officer (PO) to develop a project transition plan that is coupled with the youth's parole plan.
- Services are provided collaboratively from:
  - Voc Rehab. counselor
  - Treatment manager
  - Parole officer
  - Facility and community education staff
- This staff works in collaboration with the TS who provides direct services to project participants

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## Youth Development and Leadership

- The initial responsibility of the TS is to
  - Define each youth's strengths, needs, interests, and life goals to develop a transition plan with services aligned to the unique needs and interests of each project participant
- Services are not a prescriptive set of activities provided to each youth, but rely on the transition specialist's ability to make decisions and connections for each youth based on information and guidance provided by the youth, parole officer, family, and other agency staff

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## Youth Development and Leadership

Evaluation data:

- 85% of the sample had not recidivated at the 12-month marker
- At 24-months and 36-months 72% and 62% of the sample, respectively, had not been adjudicated delinquent or convicted of a new crime (Unruh, Gau, & Waintrap, 2009)

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## Youth Development and Leadership

- The process evaluation of Project Parole SUPPORT provided lessons learned through the implementation of this multi-state agency collaboration and include:
  - The need to develop "systems change" collaboration for project participants to access available community resources;
  - Project staff need to facilitate self-directed planning and decision-making for project participants (Unruh & Bullis, 2005)

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## Youth Development and Leadership

- The process evaluation of Project Parole SUPPORT provided lessons learned through the implementation of this multi-state agency collaboration and include:
  - Strategies to increase positive family and peer support must be a program focus; and
  - Project participants need continued and long-term support to develop their employment, independent living, and academic skills (Unruh & Bullis, 2005)

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## Connecting Activities

### Examples Discussed

Comprehensive transition policies in state law (VA)  
Yellow Ribbon Campaign

### Specific Needs:

- Collaboration among families, mental health service providers, educators, youth development professionals, probation officers
  - Clear delineation of roles
  - On-going communication
- Systemic responses to transitioning youth
- Assistance in addressing sensitive issues

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### Connecting Activities

*Intervention for Institutionalized Juveniles: Transition and After Care*  
Should include:

- strategies to enhance self-determination skills
- competitive job placement
- flexible educational opportunities
- social skill instruction
- immediate service coordination of wrap-around services

Comprehensive recommendations for assisting in the transition from long term care facilities also exist - see list of recommendations of the National Center on Education, Disability, and Juvenile Justice

(<http://www.edjj.org/>; see Rutherford, et al., 2002)

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### Connecting Activities: VA Re-enrollment Regs.

- “Within two business days of the court’s order of commitment to the Department of Juvenile Justice, the student’s probation/parole officer will request the scholastic record from the school division where the student was last enrolled.”

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### Connecting Activities: VA Re-enrollment Regs.

- Re-enrollment plans
  - Recommendations from prior and current placements
  - IEPs
  - Dates, timelines
  - School placement upon release
  - Names and contact information for representatives of agencies involved
  - Copies for parents and agencies involved no less than 10 days before release.

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### Connecting Activities: VA Re-enrollment Regs.

- The re-enrollment plan shall make it possible for the student to enroll and receive instruction in the receiving school district within two school days of release.
- After the Department of Juvenile Justice gives notice of a student’s scheduled release, the student may not be suspended or expelled from school programs for the offenses for which he or she was committed.

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### Connecting Activities: Yellow Ribbon Campaign



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### Connecting Activities: Yellow Ribbon Campaign

- Singapore, 2007 – Thousands of Singaporeans demonstrated their support and acceptance towards inmates and ex-offenders today at the Yellow Ribbon Walk and Fair.
- Joining them was Guest-Of-Honor, Prime Minister Lee Hsien Loong, who walked alongside ex-offenders, their loved ones and the community in a symbolic show of support.
- At the fair, participants were treated to a showcase of how inmates and ex-offenders are contributing to society and driving their acceptance.

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### Connecting Activities: Yellow Ribbon Campaign

- "The Yellow Ribbon message of forgiveness, acceptance and second chances gives hope to all inmates and ex-offenders who desire to change. The strong support from the community will certainly encourage them and their families as they seek to re-write a new chapter of their life," said Desmond Chin, Yellow Ribbon Project Organizing Committee Chairman.

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### Connecting Activities: Yellow Ribbon Campaign

- <http://www.yellowribbon.org.sg/prisoner-reintegration-successes/success1.html>

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### Family Supports & Involvement

*Examples of  
Post-Release Programs*  
Family-focused mental  
health treatment  
  
Multisystemic Therapy

#### Specific Needs

- Well-informed parent involvement is critical at all stages of juvenile justice process
  - Advocacy
  - Information-sharing
  - Prevention and rehabilitation
- Supports for parents

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### Family Supports and Involvement

- Preparing for youth and young adult exit from corrections. *What's Next??*
- Support services, such as the one's described must be coordinated while the youth or young adult is still incarcerated
- Family-focused treatment is an effective approach to assisting youth and young adults post-confinement (Hoagwood et al., 2001)

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### Family Supports and Involvement

*Diversion Programs; Family-focused Treatment*

Family-focused treatments, including components such as **cognitive-behavior therapy** and **medication management**, are also effective in assisting non-confined youth (Hoagwood et al., 2001)

Strategic family therapy "provides families with tools to overcome individual and family risk factors through focused intervention to **improve maladaptive patterns of family interaction** and **skill-building strategies** to strengthen families" (Center for Family Studies, 2002)

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### Family Supports and Involvement: Multi-systemic Therapy

- Multi-systemic therapy is an effective approach for youth and young adults with mental health needs or substance abuse problems who are involved with the juvenile justice system once they are served in non-institutional settings (National Mental Health Association, 2004)

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## Family Supports and Involvement

Multisystemic Therapy (MST) is a treatment for juvenile offenders that is provided at the youth's home and community and uses a combination of empirically-based treatments, such as:

- Cognitive behavior therapy
- Behavioral parent training
- Functional family therapy

(Coalition for Evidence-Based Policy, 2006)

MST therapist is available at **all times** during the intervention

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## Family Supports and Involvement

- "MST conceptualizes adolescent drug abuse and problem behaviors as a product of several related systems, including home, school, neighborhood, and the larger community" (Lexcen & Redding, 2000, p. 1)
- The intervention is time intensive and relies on an adolescent's family members, teachers, social service agencies to build capacity for addressing problems and removing barriers to success and service access (National Mental Health Association, 2004)

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## Family Supports and Involvement: Multi-systemic Therapy

Three key steps for implementation of MST:

- Therapist interviews the youth, family members, friends, and caring adults to identify problem behaviors and possible causes
- Strengths of the youth and supporting people are identified to assist in addressing problem behaviors
- Therapist and youth set goals for the treatment (and follow-up)

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## Family Supports and Involvement: Multi-systemic Therapy

Review of MST research indicated consistent positive effects for youth and young adults with regard to

Re-arrest  
Out of home placement  
Drug use

Treatment effects were maintained over time

(Burns, et al., 2000; Sheidow, et al., 2004)

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## Family Supports and Involvement

- <http://www.msts services.com>
- This website will provide you with an introduction to Multisystemic Therapy and the necessary components for successful implementation
- Links are provided to related web sites for additional information about Multisystemic Therapy

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